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ABSTRACT

This document presents the working papers from a conference that explored ways for students to commemorate the Bicentennial of the Bill of Rights. The conference provided an opportunity for leaders in law-related education and others interested in the Bicentennial to work together to begin exploring, identifying, sharing, and jointly suggesting education projects and materials that might enhance student understanding of the Bill of Rights. The working notes are intended to stimulate discussion among interested individuals and organizations on ways to celebrate the Bicentennial of the Bill of Rights. The objectives of the conference and notes were to encourage the field to develop, refine, and expand ways to enhance the commemoration of the Bill of Rights. The notes explore four areas: (1) bicentennial models for youth participation; (2) bicentennial curriculum resources and needs; (3) bicentennial state and local activities and programs; and (4) bicentennial national programs. The first area included four models for youth participation: (1) youth conferences; (2) contests; (3) multimedia Bill of Rights; and (4) role playing. The second area suggests curriculum frameworks for elementary, middle, and secondary schools, and adults. The third group listed 8 criteria for state and local programs, and 49 suggestions for possible programs. The fourth group generated 50 ideas that could develop into activities, projects, or programs suited to national implementation. Appendices include the conference objectives, conference agenda, and conference participants. (DK)

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Working Notes From The Conference on the Bicentennial of the Bill of Rights

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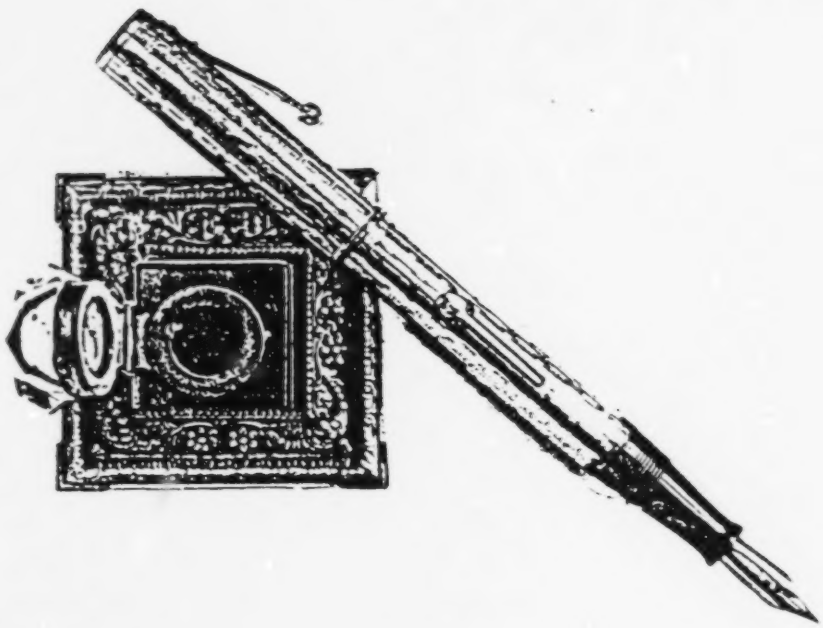

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WORKING NOTES

FROM

THE NATIONAL CONFERENCE

ON THE

BICENTENNIAL OF THE BILL OF RIGHTS

SPONSORED BY:

The New York State Bar Association

The New York State Commission
on the
Bicentennial of the United States Constitution

The Center for Research and Development
in Law-Related Education

IN COOPERATION WITH:

The American Bar Association

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A special note of thanks to Jean Craven, Arlene Gallagher, Jack Hanna, Peter Knapp, Hope Lockridge, David Naylor, Edward O'Brien and Oliver C. Young for facilitating the working groups and preparing the results of their respective sections.

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INTRODUCTION

"We the people . . . do ordain and establish this Constitution of the United States of America." Within the preamble, the framers of the Constitution established the essential relationship in a democratic government -- the relationship of people to the government and the government's relationship to the people's rights and interests. It is a relationship more fundamental than that between branches of government, more fundamental than that between states, and more telling than any division of power among levels of government. It is a relationship that was given spirit by the Declaration of Independence and given life by the Bill of Rights. As the memories fade of our recent bicentennial celebration of the Constitution, we must not lose sight that there are two bicentennials to celebrate. The first bicentennial celebrated the framing of the Constitution -- that document written and ratified by the people. The second bicentennial commemorates the ratification of the Bill of Rights -- those first ten amendments to the Constitution written for the people. It is the celebration of the Bill of Rights that gives us the opportunity to renew the spirit of democracy; to appreciate the blessings of liberty; and to ensure the legacy of freedom.

The Working Conference on the Bicentennial of the Bill of Rights provided an opportunity for leaders in law-related education and others interested in the Bicentennial to work together to begin exploring, identifying, sharing, and jointly suggesting education projects and materials that might enhance an understanding of the Bill of Rights.

The title "Working Notes" is designed to emphasize work just begun instead of work that is completed. These Working Notes are intended to stimulate discussion among interested individuals and organizations on ways to celebrate the Bicentennial of the Bill of Rights. The objectives of the Conference and these Working Notes are to encourage the field to develop, refine, and expand ways to enhance the commemoration of the Bill of Rights.

CONFERENCE DESIGN

In order for the Working Notes to have value as a resource in stimulating discussion and future planning for the Bicentennial of the Bill of Rights, it was decided to explore four areas:

- Bicentennial Models for Youth Participation
- Bicentennial Curriculum Resources and Needs
- Bicentennial State and Local Activities and Programs
- Bicentennial National Programs.

Invitations explaining the purpose of the Conference and the four areas were mailed to hundreds of law-related organizations, school systems, and other interested groups. The participants were asked to select one of the four areas and working groups were formed based upon their request.

A Conference design was developed that provided a similar approach for the four groups, yet was tailored to meet the specific needs of each topic. Eight persons were selected and invited to facilitate the four working groups. The eight facilitators attended an orientation session prior to the conference in order to review the design for their working group. The conference design, predicated on the goals of the conference and the limited time available, provided the framework for:

- maximum input from each individual
- establishment of priority program and curriculum needs
- recommendations for implementation
- identification of issues, concerns and possible solutions

Copies of the Conference Objectives and Agenda are included in the Appendix.

BICENTENNIAL MODELS FOR YOUTH PARTICIPATION

The objectives specified for this group included: (1) identify projects, activities and methods for involving and enhancing youth participation in the commemoration of the Bill of Rights; (2) analyze and recommend ways to involve youth groups or segments of youth that are under-represented or not fully involved in such activities; (3) develop strategies for increasing youth participation and recommend potential partnerships to implement the plan; (4) prepare a presentation for other conference participants and develop working notes for later distribution.

Facilitators: Hope Lochridge, Oliver C. Young

Participants: Mary De Marco-Golden, Douglas Hooper, Maureen Hunter-Bone, Marjorie Montgomery, Rose Marie Ohm, Rose Reissman, Shirley Rice, Kenneth M. Todd, Lillian B. Youell

Notes prepared by the facilitators of this group.

Issues and Concerns

The working group agreed that if schools were to be the vehicle for youth participation in the commemoration of the Bill of Rights, all programs and materials should be designed to enhance the existing tasks of public and private schools. For example, projects should emphasize the development of citizenship skills, cooperative learning skills, and critical thinking skills as these are priorities of most school districts. Programs should allow for participation by at-risk students, gifted and talented, physically and mentally challenged, and average students. Programs should develop a specific strategy to encourage broad based participation by all students.

Educators and students should be involved in the initial ongoing planning of the program so that it meets the needs of school populations. Many of the members of the working group felt that student-directed programs were important to teach students about responsibility and cooperation, as well as substantive information about the Bill of Rights.

Also mentioned in discussing the pros and cons of school-based versus community-based programs, was the concept of communities in schools. It would seem that the bicentennial of the Bill of Rights provides an excellent opportunity to enhance community support and involvement in public and private education.

The working group felt that the top priorities for bicentennial programs were interactive programs with a high degree of student involvement that related the Bill of Rights to the life experiences of young people. Also of concern was the development of multi-cultural and intergenerational programs so that no group of students nor adults feels isolated from the celebration.

The members also stated a concern that the bicentennial of the Bill of Rights be organized such that non-law-related education teachers play a role in the activities. Interdisciplinary approaches were discussed in detail to permit

entire faculties to participate in the program or provide materials for language arts, science, art, and music courses, as well as social studies.

Brainstorm Lists

In a brainstorming session, the group generated a number of community-based and school-based program ideas.

Community-Based Programs:

- Youth representation or liaisons to community boards, advisory committees, courts, local government, media, local ACLU, bicentennial commissions.
- Internships, mentorships, shadowing or apprenticeships with professionals who work on a daily basis with contemporary applications of the Bill of Rights (e.g., police, lawyers, probation officers, school principals).
- Inter-group youth leadership conference.
- Youth task forces.
- Youth volunteer programs (literacy, food bank for homeless)
- Chiidren library groups/projects/reading lists.
- Youth coalition building.
- Programs for the mentally and physically challenged.
- Kids talking with or presenting projects to adult groups.
- Essay and photo contests set up to reach achievers and non-achievers.
- Student projects in newspapers -- editorials, cartoons, pro/con articles.
- Video/public service announcements productions and contests.
- Cross country dialogue between kids on Bill of Rights issues -- tele-conferencing, penpals, and computers.
- Field trips.
- Computer bulletin boards/electronic mail on Bill of Rights issues.
- Town meetings for students; town meetings for students with adults.
- General assembly to re-ratify the Bill of Rights.
- Research projects on Bill of Rights. End product might include coaching adults, dramatic interpretations, living museums, oral histories, time travels, videos, radio spots. Topics for research to include multi-cultural, ethnical inquiries.
- Bill of Rights "minutes" on radio or television.

- Students produced videos on cable access channels.
- Community mural or decorative projects.
- "Sign-on" Constitutions.
- Student television and talk shows.
- Festivals and fairs.
- Recreate historical trials or plays for community presentations.
- Community surveys on knowledge and opinions of the Bill of Rights.

School-Based Programs:

- Resource persons in classroom to explain everyday application of Bill of Rights.
- Students investigating community for everyday applications.
- Surveys on opinions or understanding of Bill of Rights within school.
- Student developed videos - Example: soap opera entitled "Edge of Rights" or "Constitutional Hospital".
- Bill of Rights for students in schools.
- Student investigation of violations of Bill of Rights in community.
- Special issue of school newspaper on Bill of Rights.
- School P.A. announcements on history or meaning of the Bill of Rights.
- Bill of Rights placemats in cafeteria.
- Bill of Rights artwork in buses.
- Bill of Rights fair or day.
- Youth dialogue series involving diverse student populations.
- Newspaper columns produced by classes -- cartoons, great cases, pro/con, commentaries.
- Storyboarding.
- Research on how your community voted on the Bill of Rights or other amendments.
- Survey comparing students' and adults' views.
- Future rights -- rights in the 21st century -- rights in space.

- Weekend retreats.
- Comparative analysis of rights in U.S. and other countries and other state constitutions.
- Specially designed projects for special populations.
- Role-playing, for example: what if women, slaves or non-property owners had been at the convention?
- Reading programs using Bill of Rights themes to analyze children's literature.
- Programs designed for students (implemented via schools) should include curriculum materials and teacher training.
- T.V. or board games on the Bill of Rights -- Pictionary, Jeopardy, Risk.
- Student or child produced radio/T.V. productions.
- Music based project.
- "Remove a Right" -- newspaper censorship project or "Chain the Church Door" as an example of life without constitutional guarantees.
- Project involving the ACLU and Amnesty International.
- Mock trials and moot courts.
- High school students presenting Bill of Rights programs to middle and elementary students.
- Debate clubs.
- Comparative international studies on the Bill of Rights.
- Research on state constitutions in comparison to national Bill of Rights.

Criteria

The following criteria were agreed upon by the group to use in evaluating the program recommendations that were generated by the brainstorming session.

1. Needs assessment of targeted audience.
2. Potential skill and knowledge gain to be derived from the activity or program.
3. The likelihood and degree of youth participation.
4. Long-term impacts on institutions and individuals.
5. Practicality/Cost/Logistics.

6. Numbers of persons affected.

7. The focus on constitutional values and Bill of Rights content.

8. Network development (both in extent and numbers included).

9. Ability of model to be evaluated and documented for skill and knowledge gain of participating youth.

Models for Youth Participation

The working group felt that any model should be adaptable to local, state or national implementation. Each model is designed so that it can be a local program or expanded to include state and national components. The educators and attorneys attending the conference look to the schools for assistance in implementing all of the proposed programs because of the very close tie between constitutional studies and social studies and citizenship education. While many of the proposed programs listed during the brainstorm session have great potential in increasing the knowledge and understanding of young people, the working group selected four exemplary projects to outline.

Model #1: Youth Conferences:

Rationale: To provide a practicum in citizenship and critical thinking which culminates in an annual youth conference utilizing educational materials and life experiences. Using the model "Critical Choices" which is a program developed by the National Conference of Christians and Jews, youth conferences might focus on constitutional law as it applies to communities and individuals and examine rights, privileges, and responsibilities. It is an excellent model for the commemoration of the Bicentennial of the Bill of Rights as it contains both academic and motivational elements and has the potential for broad based participation.

Level and Role of Youth: The model calls for youth directed conferences in which young people examine and discuss constitutional issues involving the Bill of Rights. The conferences would vary in length from one day to a weekend retreat to a week-long seminar. Young people would be active in organizing and planning the conferences, as well as facilitating the meetings. If a national conference were sponsored, the participants might be selected to advance from local to regional to state, and finally to the national level.

Content: The youth conferences would focus on local, regional, state and national issues involving the development and application of our legal rights and responsibilities under the Bill of Rights. The participants would be involved in the research and presentation of issues, as well as the conference planning, preparation and administration.

Strategies for Youth Involvement: Participants in the conference would be selected from schools as well as community groups. Emphasis would be placed on developing a selection or screening process that was gender neutral, cross-cultural, and drew special populations into the program.

Partners/Resources: Civic, cultural and patriotic organizations; Chambers of Commerce, educational associations; service organizations; religious groups; bar associations; state legislatures; Chapters of the National Conference of Christians and Jews; Chapters of La Raza Unida and Interfaith; American Civil Liberties Union; and Media.

Concerns: Funding should provide for training of adult and youth facilitators for the conferences. Support should be obtained from educators and administrators, as well as community groups prior to planning the conferences.

Model #2: Contests

Rationale: To encourage the creative interpretations of the Bill of Rights which will enhance understanding of the history, meaning and application of individual rights and responsibilities.

Levels and Role of Youth: Young persons in grades K-12 will act as contestants in thematic Bill of Rights contests in various mediums including essays, poetry, posters, crafts, painting, photography, cartooning, sculpture, drama, and storytelling. College students will be recruited to help with the planning and implementation of the program, as well as judging the entries. The program will draw youth from diverse backgrounds and capabilities.

Such contests will have an interactive component that requires the person entering the contest to interact with the judges, audience or other contestants as they explain and discuss their entries. The model also calls for youth participation in the design and implementation of the contests.

Content: Themes on the Bill of Rights. Local communities will identify Bill of Rights themes which reflect the sentiments, interests, and issues of their region.

Strategies for Youth Involvement: Youth participation will be encouraged by the involvement of school districts and community groups. Scholarship awards, certificates of recognition, gifts, and media attention will draw youth interest to the program. Displays and interactive presentations of the entries will be in public sites where they can be viewed by other young people, as well as the adult community.

The contests may be sponsored by schools or as community based programs through the YMCAs or YWCAs, 4-H clubs, neighborhood groups, political parties, newspapers, lawyer auxiliaries, civic groups, local bar associations, religious groups, and historical associations.

Partners/Resources: Government, schools, families, religions/faiths, entities, businesses, youth groups. local bar association, and historical associations. Fund-raising planned by youth with corporate support.

Concerns: The working group recommended that the contests should draw students with artistic, musical, and expressive talents rather than simply the more traditional essay contests which draw academically oriented students.

A culminating national contest was not considered necessary to encourage participation because support by local groups and schools would provide

sufficient incentives for students to participate. However, a national exposition rather than a contest or competition of the entries was considered and recommended if funding is available.

Model #3: Multimedia Bill of Rights

Rationale: The Multimedia Bill of Rights approach would draw on the inherent mass cross-age appeal and accessibility of various media to engage culturally diverse students and other citizens in collaboration on one or more interlocking media components. This model will actively engage both the community and students in Bill of Rights studies, and expand an already established vast national media audience.

Specifically, media components which could either stand alone or operate as interlocking tools are:

1. "Rights on the Road" . . . a locally researched and produced movable resource center containing games, exhibits, multi-media displays, and museum research. The materials will be part of a national network of traveling museums.

2. A 10-part television series linked thematically to the Bill of Rights and issues involving young people.

3. "Bill of Rights Broadcast" . . . A weekly series of local radio and audio shows on issues involving youth and the Bill of Rights in which viewers/listeners could express their opinions on issues raised in the television series.

4. A newspaper/printed media component in which young people would have the opportunity to state publicly their opinions on constitutional issues.

Levels and Role of Youth: Young persons from age 10 to adult will participate in all facets of the program.

Contents: Current Supreme Court decisions involving the Bill of Rights and how they affect everyday life. Each component would include an audience survey on rights and an update on contemporary applications.

Strategies for Youth Involvement: The involvement of community groups, as well as schools, will bring students with ethnic, economic, culturally and intellectual diversity.

Partners/Resources: Corporation for Public Broadcasting, PBS, Newspapers in Education (NIE), newspapers, O.W.L., Helena Rubenstein Foundation, IBM, Fox TV, Nickelodeon, National Endowment for the Humanities, Scholastic, Field Publications, Walton Publications, Time Inc., Newsweek, Cable access stations, and libraries.

Model 4: Role-Playing

Rationale: Role-playing historical case studies, modern applications, or creative interpretations of the Bill of Rights promises to engage student interest and motivate students to learn more about the Bill of Rights in our

system of government. This project can be adapted to every grade level and to students of all academic abilities, including those with special needs, so that all students could participate. Students will develop communication and cooperative learning skills, the ability to do research in preparing a script, to acquire dramatic and technical skills, and to gain self-confidence from having prepared material and performed it. Students will also gain knowledge of the Bill of Rights and the role of law in their lives, thus preparing themselves for responsible citizenship.

Level and Role of Youth: All grade and ability levels of students, including students with special needs. Teachers will serve only as motivators and facilitators. Students will be the planners and implementors. They will research, develop, produce and participate in the role-plays about the Bill of Rights. Topics related to student interests, such as the Hazelwood, TLO, and Tinker cases will be particularly appropriate.

Content: Historical background, intent, development of the Bill of Rights in the past, present and future. The role-plays will involve cross-disciplinary approaches and support staffs. Teachers of social studies, drama, art, and music, as well as attorneys, judges, law enforcement personnel, corrections officials, social services staff members, media specialists, and other related groups will serve as community resources to guide the students.

Strategies for Youth Involvement: If funding is available, small grants for props, video equipment, and field trips might be given to the schools that can develop strategies for and document the participation of typically under-represented youth groups.

Partners/Resources: School teachers of social studies (civics, law and history), drama, art, and music and media specialists. Community resources and partners -- attorneys, judges, law enforcement personnel, corrections officials, social services, other related groups or agencies. Funding: Bar Associations, Fraternal Order of Police, Sheriffs' Association, local foundations, civic groups, public service from T.V. stations, radio and cable.

Concerns: The teachers and planners should coordinate with other resources in and outside of the school community, thus networking with the private sector as expertise and resources are required. The program should involve students of varying abilities, ethnic and religious backgrounds, and those with special needs.

Model #5: Games and Simulations

Rationale: To provide activities to teachers which will allow students of all ability levels to gain an understanding of the content and application of the Bill of Rights.

Levels and Role of Youth: Instructional games and simulations on the Bill of Rights might be developed for active participation for grades K-12 social studies, language arts, and science. Students will act as game players or "hosts". The games will be played in classrooms, scout groups, and youth groups. Individual and group play can be encouraged and reinforced by the production of nationally viewed televised games, such as a Bill of Rights theme on the "Jeopardy" T.V. show.

Content: The games will explore the Bill of Rights, including the historical perspectives, case studies, and current examples of the Bill of Rights in action. The games will be used as instructional materials in the classroom and with history clubs. A competitive intra-school or school district program might be shown on local cable television stations.

Strategies for Youth Involvement: Almost all students enjoy watching game shows on television and playing games themselves.

Partners/Resources: Textbooks; State curriculum syllabi; Bill of Rights materials, Supreme Court case studies; state and national bicentennial commissions; local and state bar associations; Parker Bros.; Milton Bradley; college faculties.

Concerns: Development of the actual materials to be used should include higher level thinking skills, not simple recall questions.

BICENTENNIAL CURRICULUM RESOURCES AND NEEDS

The objectives specified for this group included: (1) identify areas of curriculum need and briefly review curriculum developed for the bicentennial (of the U.S. Constitution), (2) consider gaps in curriculum and suggest priority areas for development, (3) make recommendations as to how LRE programs and other interested groups might collaborate, and (4) prepare a presentation for other conference participants and develop working notes for later distribution.

Facilitators: Arlene Gallagher, David Naylor

Participants: Kermit Ackley, Theodora Baytos, Timothy Buzzell, Marilyn Cover, Anne Fickling, Joseph Gotchy, George Habib, Howard Kaplan, Gayle Mertz, Sue Hunt McNaghten, Ben Pappas, Donald Parker, Noah Reinhardt, Jeffrey Shapiro, Stephanie Thompson, Leonore Weiss, George Whiteside

Notes prepared by the facilitators of this group.

Curriculum Framework

The scope of the tasks specified in the objectives for this group matched the nature of the group's participants. Both were ambitious and diverse. Given the limited time available for deliberations at this conference, the members of this group soon found it necessary to modify the previously established objectives and procedures. Accordingly, the primary tasks this group undertook were:

1. Brainstorming a list of potential content thrusts for each of four levels -- elementary, middle, secondary, and adult;

2. Proposing a framework for use at each of the four levels to address Bill of Rights bicentennial curricular goals and priorities;

3. Prioritizing several curriculum thrusts (including content and methodology) at each of the four levels;

4. Brainstorming a list of existing curriculum resources related to suggested curriculum thrusts;

5. Listing perceived gaps in and other needs related to Bill of Rights bicentennial curriculum efforts; and,

6. Identifying other issues or concerns bearing on Bill of Rights bicentennial curriculum initiatives.

After brainstorming a lengthy list of curriculum outcomes and content thrusts of Bill of Rights bicentennial instructional programs at elementary, middle, secondary and adult levels, four sub-groups were formed corresponding to the four program levels. The members of each sub-group were charged with reviewing the brainstormed list for their level. They then developed an appropriate framework for addressing Bill of Rights bicentennial curricular goals and priorities at that level. The results of this effort were subsequent-

ly shared with the total group and modifications made as warranted. The curriculum frameworks that were developed provided the primary structure for the remaining tasks. Those frameworks were as follows:

A. Proposed Curriculum Framework for the Elementary Schools

1. Curriculum Focus: Individuality

Content: Using an interdisciplinary perspective, emphasis is to be placed on the child as an individual person, someone who is unique, someone who is special.

Methodology: Using the theme, "Who Am I?", in spiral fashion at each of the respective grade levels, students will revisit this theme as appropriate within existing grade level curriculum areas (e.g., social studies, language arts, etc.).

Resources/Partnerships: Grade level textbooks and supplementary materials. For more specialized materials, refer to brainstormed list of curriculum resources. LRE projects and specialists, in addition to local community resource persons, (e.g., lawyers and bar associations, reporters and newspapers), should also be consulted and used.

2. Curriculum Focus: Rights

Content: Using an interdisciplinary perspective, children are introduced to the concept of rights, explore what some of their basic human and legal rights are, and examine how rights protect and enhance the quality of their lives.

Methodology: Students will revisit the concept of rights as appropriate within existing grade level curriculum areas. Brainstorming, classifying, role playing, choosing and prioritizing, reading and writing stories are but a few of the activities that are particularly well-suited for helping students understand this important concept.

Resources/Partnerships: Grade level textbooks and supplementary materials may be useful sources here. For more specialized materials, refer to existing LRE materials (see examples provided in brainstormed list of curriculum resources). LRE projects and specialists, in addition to local community persons, should also be consulted and used.

3. Curriculum Focus: Rules

Content: Using an interdisciplinary perspective, children should explore such issues as what rules are, reasons for rules, types of rules (e.g., safety), qualities of good rules (e.g., fairness), who makes rules, and how rules are made. The focus should include both the facilitative and restrictive nature of rules.

Methodology: Students will revisit the concept of rules as appropriate within existing grade level curriculum areas. Role playing, simulations, and both real and mock elections activities are specially recommended.

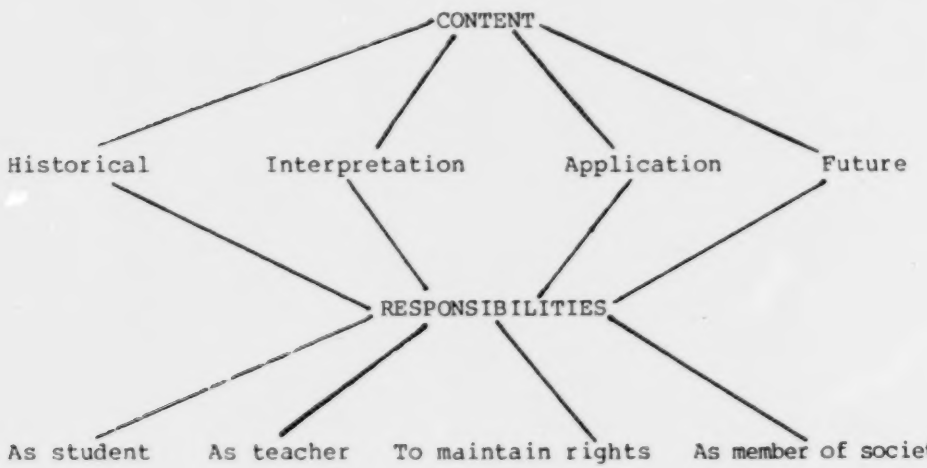
Resources/Partnerships: Grade level textbooks and supplementary materials should be especially useful here. For more specialized materials, consult existing LRE materials (see examples included in brainstormed list of curriculum resources). LRE projects and specialists, in addition to local community persons, should also be consulted and used.

B. Proposed Curriculum Framework for Middle Schools

1. Curriculum Focus: Rights

Content: Students will examine the concept of rights and the specific rights guaranteed by the Bill of Rights. A matrix structure will be utilized, which will permit students to examine systematically each of the identified rights with respect to its historical setting and development, its meaning past and present, its applications in specific situations, and its future status (e.g., how it may evolve).

Methodology: The recommended manner for having students examine the dimensions of rights and responsibilities was shown in the following way:



Although not specified by the participants at the time, another way of illustrating the approach recommended by the group appears here.

Rights	Historical	Interpretation	Application	Future
Freedom of Religion				
Privacy				

A wide variety of interactive and experiential lessons are recommended -- the types of methods that characterize good law-related education. These include such active learning experiences as mock trials, moot courts, role playing, simulations, field trips, interviewing community members, case method analysis, and so forth.

Resources/Partnerships: Traditional grade level textbooks and supplementary materials will provide the foundation for study. They should be supplemented with specialized LRE materials, such as the examples provided in the brainstormed list of curriculum resources. LRE projects and specialists, in addition to local community persons and groups, should also be consulted and used.

2. Curriculum Focus: Responsibility

Content: Students will examine the concept of responsibility and the relationships that exist between rights guaranteed in the Bill of Rights and the responsibilities those rights require. A matrix structure will be utilized here as well. Its purpose is to provide a framework for students to consider various dimensions of responsibility that emerge from our constitutional rights. Those dimensions include general responsibilities of the society and the specific responsibilities in the roles of student, teacher, and member of society.

Methodology: The approach recommended by the members of this group is shown above. As indicated in the section on rights, a matrix, or data retrieval chart, is another way of illustrating the approach recommended by the group. It is illustrated below. This specific matrix was not presented in this manner by group members at the time of the conference, though their recommendations appear to be compatible with it.

Rights	Society	Responsibilities of Student	Teacher	Member of Society
Freedom of Religion				
Privacy				

A wide variety of interactive and experiential lessons are recommended -- the types of methods that characterize good law-related education.

Resources/Partnerships: Traditional text material will need to be supplemented with specialized LRE materials (see examples in the brainstormed list of curriculum resources). LRE projects and specialists, in addition to local community persons and groups should also be consulted and used.

C. Proposed Curriculum Framework for Secondary Schools

1. Curriculum Focus: The Evolving Nature of Rights

Content: The primary thrust will be on how the notion of rights is culturally influenced and how rights evolve and change with the time and circumstances. The rights embodied in the Bill of Rights will serve as the content base.

Methodology: Analysis of case studies (cultural and historical), case law, and landmark Supreme Court decisions will serve as the basic framework. Emphasis is to be placed on active learning with a minimum of lecture.

Resources/Partnerships: Traditional grade level textbooks and supplementary materials will serve as basic resources. LRE materials, drawn from local, state, and national projects, should be utilized. Print materials (e.g., books, articles, court opinions), non-print material (e.g., films/videos, audio records, photographs), resource speakers and field experiences will be required.

2. Curriculum Focus: How Rights Protect Pluralism

Content: Students will examine how First Amendment rights protect individualism and contribute to a pluralistic society.

Methodology: Same as above.

Resources/Partnerships: Same as above.

3. Curriculum Focus: How Rights Safeguard Citizens from the Abuses of Government Power

Content: Students will examine specific amendments contained in the Bill of Rights and other amendments.

Methodology: Same as above.

Resources/Partnerships: Same as above.

D. Proposed Curriculum Framework for Adults

1. Curriculum Focus: First Amendment

Content: An examination of the First Amendment should include some or all of the following concepts: tolerance, civic literacy, consent, social contract, patriotism, participation, pluralism, and due process. In addition, such themes as competing interests between society and the individual and how state constitutions help safeguard rights should be included.

Audience: This will be determined by the way community is defined and by the concepts, needs, interests, and background of that community.

Methodology: Possible methods include a lecture series, town meeting, exhibits, videos (e.g., individual showing, special showing on local cable television station, special showing on a national television network), special publication, debates, and so forth.

Resources/Partnerships: Dependent on identified communities and nature of programs developed.

2. Curriculum Focus: Fourth Amendment

Content: An examination of the Fourth Amendment should include some or all of the concepts and themes listed above.

Audience: Same as above.

Methodology: Same as above.

Resources/Partnerships: Same as above.

3. Curriculum Focus: Fourteenth Amendment

Content: Same as above.

Audience: Same as above.

Methodology: Same as above.

Resources/Partnerships: Same as above.

Curriculum Resources

After each group developed and shared its curricular framework, attention shifted to generating a list of potential source materials related to the suggested curriculum thrusts that had been identified. A brainstorming format was used. No effort was made to identify a definitive list or an "approved" list. All suggestions were accepted. The intent of this activity was to suggest a range of available materials and to encourage others to use the list to develop a more complete list. An edited and more completed version of sources identified follows:

A. Sample Curriculum Resources for Elementary Schools

1. New York State Bar Association's Living Together Under the Law
2. Law in a Free Society Materials -- Authority, Justice, Privacy, Responsibility
3. Center for Civic Education's elementary level materials prepared with the support of the Commission on the Bicentennial of the United States Constitution
4. CRADLE lesson plan book
5. K-4: Education for Citizenship
6. The Mini Page, The Signers of the Constitution Poster and other materials
7. Ohio State Bar Law-Related Units -- Rules, Rules, Rules, Responsibility and You, Learning About Law, Learning About Responsibility
8. Oregon LRE Project's Teaching Citizenship Through Children's Literature
9. Pennsylvania's JETS law-related education materials
10. Colorado Department of Education's "multi-disciplinary binder"
11. Utah State Department of Education's publication on the constitution and literature
12. New York State Bicentennial Commission's Constitutional Celebrations
13. Fairfax County (Virginia) Public Schools, The Constitution and the Early Republic -- Teacher's Guide and Resource Handbook
14. National Conference of Christians and Jews, U.S. Constitution Sign-On Information and Documents
15. A Salute to Our Constitution and the Bill of Rights (Two books; Indianapolis Newspapers, Inc.)

B. **Sample Curriculum Resources for Middle Schools**

1. National Institute for Citizen Education in the Law, Great Trials in American History and Street Law
2. American Bar Association, Update on Law-Related Education magazine
3. Great Cases of the Supreme Court (Houghton Mifflin)
4. Constitutional Rights Foundation, Law in Action newsletter series
5. Student Press Law Center newsletter
6. Law in a Free Society multi-media units -- Authority, Justice, Privacy, and Responsibility
7. Center for Civic Education, We the People text for middle school level students (supported by Commission on the Bicentennial of the U.S. Constitution)
8. Lengel and Danzer, Law in American History (Scott Foresman)
9. Unlocking the Constitution (Globe)
10. CRADLE lesson plan book
11. Juvenile Problems and Law (Law in Action series)
12. Criminal Justice and Civil Justice (West Publishing)
13. New Mexico State LRE Project, Law in U.S. History (available from SSEC)
14. Cobblestone magazine
15. Tom Snyder productions computer software

C. **Sample Curriculum Resources for Secondary Schools**

1. Patrick and Remy, Lessons on the Constitution, and Patrick, Remy and Turner, Lessons on the Federalist Papers
2. Center for Civic Education, We the People: Secondary Level Text (Prepared for the National Bicentennial Competition)
3. The Constitution journal
4. ACLU, The Rights of Students and Bill of Rights Network newsletter
5. "Eyes on the Prize" film series
6. Federal Bar Association, Bill of Rights Handbook

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7. "We the People" film series and instructor's guide

8. American Bar Association, Update and Preview publications

9. Anti-Defamation League, America's Conscience and poster series

10. South Carolina Bar Association's videotape series

11. Project PATCH, "Teaching American History through Constitutional Law"

12. Starr, The Idea of Liberty and The Idea of Justice (West)

13. Jefferson Foundation, The Jefferson Meeting on the Constitution: The Constitution in the Classroom

14. Lockwood and Harris, Reasoning with Democratic Values: Ethical Problems in United States History

15. Nassau County (NY) ACLU, Your Rights in School and Community

16. New York State Bar Association's teacher's guide for the videotape "An Empire of Reason"

D. Sample Curriculum Resources for Adults

1. American Bar Association's community forum materials

2. Jefferson Foundation, The Jefferson Meeting on the Constitution

3. New York State Bicentennial Commission, Critical Choices Citizenship Program

4. Project '87, This Constitution

5. The New York Bar Foundation, "Empire of Reason" videotape

6. American Bar Association, "We the People" film series

7. National Commission on the Bicentennial of the U.S. Constitution -- various publications

8. National Issues Forum

9. National Archives, The Constitution: Evolution of a Government

10. Project '87 poster series

Perceived Gaps Related to Curriculum Efforts

The next task the group assumed was to identify perceived gaps and other needs related to Bill of Rights bicentennial curriculum efforts. The following ideas emerged.

A. **Perceived Gaps: All Levels**

1. Lack of sufficient inservice opportunities.

2. Need to identify and/or develop more children's and young adults' literature reflecting Bill of Rights and law-related education stories and themes

3. Lack of sample core and sequence patterns for the Bill of Rights.

4. Need for a more interdisciplinary focus of programs and materials.

5. Need for more training opportunities (e.g., summer institutes) and greater awareness of those that are available.

6. Lack of adequate programs and materials for special populations, such as exceptional children, children for whom English is a second language, juvenile offenders, etc.

7. Lack of funds to purchase needed materials.

B. **Perceived Gaps: Elementary Level**

1. Lack of teacher familiarity with materials that are currently available.

2. No single set of materials focuses solely on the Bill of Rights (but not felt to be a problem).

3. Need for more effective connections between social studies and other subject areas.

C. **Perceived Gaps: Middle Level**

1. Need for suitable, grade-level appropriate materials. Existing materials often tend to be too easy or too sophisticated/difficult. Problems often exist regarding interest level, reading level, and conceptual difficulties.

2. More teacher awareness and involvement needed.

3. Lack of adequate material on some of the amendments (e.g., Second Amendment and Ninth Amendment)

D. **Perceived Gaps: Secondary Level**

1. Lack of adequate materials that reflect unpopular views.

2. Inadequate materials dealing with Native Americans

3. More computer software and interactive video materials needed.

4. Need for materials that focus on the future.

E. **Perceived Gaps: Adult Level**

1. Lack of adequate built-in systems of delivery given the great diversity of the adult population.

2. Need for materials appropriate for the needs of diverse communities.

3. Lack of an adequate base of trained public educators.

Issues and Concerns

A. **Issues to Consider**

1. What will a Bill of Rights bicentennial encompass? Will it be limited to the first ten amendments? Should other amendments also be included? If so, which ones?

2. When studied, where should emphasis be placed? Should the focus be historical, contemporary, or both? What role should a futures perspective play?

3. Will the potential controversial aspects of the Bill of Rights "frighten" schools away from participating in the bicentennial? How can this issue be best addressed?

4. The National Commission on the Bicentennial of the U.S. Constitution has a mandate to avoid "issues of a partisan political nature." This phrase has been interpreted to include such issues as abortion, school prayer, minimum wage, and so forth. To what extent does this mandate create a chilling effect on the Bill of Right bicentennial itself as well as the nature of that bicentennial? How can this matter be best addressed?

5. How can the bicentennial of the Bill of Rights have an enduring curricular impact? What can be done to ensure that the impact carries beyond 1991?

6. How will those outside the LRE network obtain information and materials about Bill of Rights bicentennial efforts? What steps can be taken to broaden the current network?

7. What drives the curriculum? Is funding availability or program quality most important? What can be done to prevent "curriculum prostitution"?

B. **Concerns**

1. Will treatment of the Bill of Rights in schools be objective or biased?

2. Adequacy of teacher awareness and teacher training.

3. Availability of library resources and funding for them.

4. Teachers using outdated, inaccurate materials.

5. Ability of community resource persons to communicate and interact effectively with students.

6. Receptivity of schools, school boards, and school administrators to a Bill of Rights focus.

7. Ability to identify and secure a sufficient number of community resource persons to become actively involved in the bicentennial.

8. Schools focusing on the Bill of Rights in elective course(s) rather than in required courses, thus limiting the number of students who will be reached.

9. Adequacy of the present LRE networking systems.

10. Dissemination of materials -- getting needed information out of the hands of administrators and into the hands of classroom teachers.

STATE AND LOCAL ACTIVITIES AND PROGRAMS

The objectives specified for this group included: (1) identify activities, projects and strategies especially suited to state or local implementation; (2) briefly review projects, activities or programs implemented during the bicentennial and explore ways to continue, modify or build upon these efforts; (3) analyze gaps in activities, programs and involvement of special needs groups and recommend ways and potential partnerships to fill the identified gaps; and (4) prepare a presentation for other conference participants and develop working groups notes for later distribution.

Faciliators: Jean Craven, Jack Hanna

Participants: Sheila Boro, Mark Greif, Matt Lauder, Robin Haskell McBee, Nancy Murray, Joe O'Brien, Sally Greenberg, June Williams, Jennifer Bloom, Michael Phillips

Notes prepared by facilitators of this group.

Expectations

During the first session, participants examined the objectives for the group's work and listed their expectations:

1. Practical programs we can share with other states -- ones that are not lavish and costly and can be used.

2. Programs that don't overlook groups that were left out before (especially minorities, the handicapped, senior citizens).

3. Suggestions for networking with other states -- perhaps programs that can be co-sponsored with other states.

4. A way to find groups to co-sponsor efforts.

5. Planning that includes a broad range of participants; partnerships with civil liberties groups and others that present the Bill of Rights as a living document.

6. Programs aimed toward raising public awareness of the Bill of Rights and that present opportunities for discussion of issues, not presentation of issues with the resolution a foregone conclusion; programs fostering open debate are preferable to those that encourage passive appreciation of a document.

7. Specific projects to take back and implement right away.

8. Programs that have a lasting impact, as others have done in the past.

9. An opportunity to share programs that have been successful in one state or local area.

10. Programs that include a youth perspective.

11. Substantive programs, not fluff or irrelevant "celebrations".

12. A way to find dollars to support programs.

13. Ways to generate more data about effectiveness.

In the "Don't Expect" column, participants listed the following:

1. Tall ships, painting fireplugs, etc.

2. Costly programs.

3. Don't want programs that worship the Bill of Rights -- no glorification of a piece of paper.

Criteria Setting

The following were offered as possible criteria for state and local programs.

1. Practicality/Cost/Logistics

2. Long term impacts on institutions and individuals

3. Number and types of groups affected as well as number of persons affected.

4. Network development (both in extent and numbers included)

5. Potential skill and knowledge gain to be derived from the activity or program

6. Likelihood and degree of active audience participation by non-traditional as well as traditional audiences.

7. Encourage reflective consideration and discussion of Bill of Rights content and constitutional values.

8. Favor programs that provide for ease of participation, especially for groups often excluded from traditionally planned celebrations. Thought should be given to planning events celebrating the civil liberties achievements of minority groups and handicapped persons in places and through kinds of events that will encourage participation by members of these groups.

In addition, the group suggested that state or local programs should consist of a mixture of events or activities that might be in different categories, so that not all activities would meet all of the same criteria. For example, some events might be short, having high media appeal, be intended for large groups and might be in a special event format. Others might be aimed at a small, focused group and might be much more substantive in content than a larger event. Some activities might be designed to be the beginning of a long-term project that would build slowly over a period of years. In any case,

consideration should be given to an appropriate mix of activities to involve as many audiences as possible.

One general recommendation is that planning committees should involve the participation of all groups hoped for in the audience.

Brainstorm List of Possible Programs

1. Bring teachers together with lawyers who handle Bill of Rights cases to identify cases useful for classroom study. Hold a series of conferences to explore the cases.

2. Have Bill of Rights Day on December 15.

3. Hold a summer institute on "The Bill of Rights Through History" for junior high and senior high school teachers.

4. Hold conferences in conjunction with exhibits of primary source materials.

5. Hold "How-to" seminars for reporters to help gain necessary background for reporting on Bill of Rights cases.

6. Hold summer institutes in collaboration with courts and focus on Bill of Rights issues.

7. Hold town meetings structured into issue groups with local or statewide focus; agenda can vary from region to region; each group will try to agree on three options to resolve the issue.

8. Create a curriculum guide on the Bill of Rights for teachers; include cases and questions. (Could be modeled on Anti-Defamation League's "America's Conscience.")

9. Create elementary curriculum on the Bill of Rights. (Identify and disseminate if good ones already exist.)

10. Identify and give performances of plays that raise constitutional issues. New scripts can be written, but many plays already exist that would be excellent. Have speakers describe the issues and answer questions. Hold conferences for teachers on how to use the plays in the classroom.

11. Hold a forum series, "Critical Issues in the 21st Century." Each forum will address a Bill of Rights issue in which both sides are presented. Hold in appropriate places (such as state capitol at noon) to get press coverage. Bring in high school students to participate.

12. Develop mock trial cases on Bill of Rights issues.

13. Develop more teaching lessons on the Bill of Rights in history for use by teachers of U.S. History.

14. Hold a civil rights camp during the summer.

15. Have students do a survey of adults on civil rights issues. Publish the results.

16. Develop a monitoring service available to teachers that identifies cases before the Supreme Court; track status of cases.

17. Do a concert tour on Bill of Rights issues.

18. Use local government functions (Boards of Supervisors, public hearings of local governmental bodies) to discuss the Bill of Rights and Constitutional issues involved.

19. Ask newspapers to censor articles to show what they would look like if freedom of speech were not a right guaranteed by the Bill of Rights.

20. Conduct comparative studies of rights in other states and nations.

21. Conduct a local history "scavenger hunt" of the community's involvement in rights issues.

22. Design hypothetical situations of life without rights.

23. Explain the effect of technological advances on rights and growth in government power.

24. Write a biography of a legal dispute.

25. Conference with legal scholars and municipal officials on issues of religious celebrations on public property.

26. Conference for school teachers on teaching about religion without violating the wall of separation between church and state.

27. "Art America" was a project for the 1987 Bicentennial that was a great success. Students interpreted the Preamble on large banners. It could be done with the Bill of Rights.

28. Hold conferences just for students to examine the impact of recent Bill of Rights cases on their lives. (Example: Student conference on the Hazelwood decision for school authorities and students in charge of school newspapers).

29. Produce teacher-developed materials in a source book for teachers. These should be Bill of Rights materials that enhance existing curriculum.

30. Hold a moot court.

31. Produce a newsletter on the Bill of Rights. Mail it free to teachers statewide.

32. Use plaintiffs, legal practitioners involved with current cases to conduct issues seminars so that students and the public will understand the human side of civil liberties court cases.

33. Have students conduct a "press watch" to observe how civil liberties issues are reported to the public. Can be done along the same lines as a League of Women Voters court observer program, but the press is observed instead.

34. Hold a youth Bill of Rights convention similar to the convention that is being done to have students design a constitution for a space colony; extend the simulation to include drawing up a Bill of Rights.

35. Hold town meetings based on "Americans on Purpose" model in which citizens grade the various branches of government on how well they live up to the purposes of government set forth in the Preamble. Videotaped interviews with citizens can become a part of the process.

36. Have law students participate in activities at elementary schools. They can participate in an activity with students and then act as a resource person during debriefing. There is a need to sell the idea of more bicentennial content to elementary instructors; can use the idea of fairness, rules.

37. Create a bibliography of literature using Bill of Rights themes; use it to involve teachers, libraries.

38. Place the Bill of Rights in an international context; look at the experiences of other countries to answer the question, "Is the Bill of Rights unique?"

39. Research cases that originated in your state and went to the Supreme Court, write up case studies, include discussion questions, and distribute to secondary students in social studies and law courses.

40. Work with students statewide to develop and ratify a student bill of rights and submit to regents or legislatures for passage.

41. Hold a Bill of Rights Deprivation Day. Systematically deprive the press, lawyers, school administrators, drivers, students, etc. of certain rights and report on it.

As groups considered the results of the brainstorming and searched for gaps and additional needs to reach goals, the following ideas were added:

42. Hold statewide workshops for elementary teachers that focus on active participation in Bill of Rights issues and law studies.

43. Reprint and distribute the Bill of Rights to as many people as possible.

44. Develop children's rights programs for use by YMCA, Camp Fire, Girl Scouts, Boy Scouts, and other out-of-school and after-school activities. Day care providers for children of school age who participate in programs between the end of the school day and the time parents finish work may especially welcome good programs for young people.

45. Develop performing arts approaches on Bill of Rights issues designed to reach groups not touched by traditional programs. For example, develop dramatic portrayals of Black Americans through history, focusing on the

experiences of persons who have struggled with the quest for equality, civil rights. Perform such plays in churches and other accessible places.

46. Develop legal survival skills programs for handicapped students, special education students and other special needs groups.

47. Develop storytelling programs/children's literature/adult literacy programs. Suggest books for book clubs.

48. Have students re-enact ratification conventions, focusing on limits on powers of government, other Bill of Rights issues.

49. Develop a Constitution game, competitions, videos.

Recommended Programs

The following programs should be considered by state and local groups. They include some ideas already being implemented successfully in one or more communities or states; implementation may be much easier if the initiating group is contacted for advice and materials that might be shared.

1. Performing Arts Programs that Re-enact or Raise Bill of Rights Issues

It is especially appropriate during the Bicentennial of the Bill of Rights to select some programs that are easily accessible to everyone and do not depend on a lecture or discussion format. The performing arts can be effective in reaching general audiences as well as targeted groups and are appealing to people who prefer the arts to other approaches. Plays such as Mississippi Burning or Twelve Angry Men (People) could be produced, or new scripts can be devised that focus on local or state people who have struggled to attain civil rights. The plays can be preceded or followed by speakers who introduce or lead a discussion of the issues. A series of productions can be done as a film or drama festival, and the scripts can include small parts for the audience, usually given to participants on the night of the performance. It is possible to use these productions as fund-raisers.

Sponsors could include state or local bicentennial commissions, law-related education groups, or civil liberties groups. They are often most successful in attracting a good audience if they are co-sponsored by a church, social/service group, or an advocacy group which is responsible for advertising the production to members, providing a place which is especially accessible to the group (a play given in a church may be more accessible than one done in a theatre), and perhaps paying some of the costs of production.

2. "How-To" Seminars for Reporters

Media reporters, both print and electronic, may be assigned to cover civil liberties or Bill of Rights issues but lack sufficient background to provide a proper context for the issues. This can be especially true of inexperienced or newly assigned reporters, who may welcome an opportunity to acquire helpful information. A good project for bar associations or state and local education agencies, perhaps in partnership with press

associations or broadcaster associations, is to hold seminars for reporters that provide background information on Bill of Rights issues likely to be in the news. Sources of further information can be provided, agencies and people involved can be identified, ethical considerations can be discussed, and a dialogue to resolve coverage problems can be encouraged.

3. Legal Survival Skills Program for Adult Group Homes, Handicapped Persons, and Special Needs Groups

Though many projects have been developed to inform young people and the general community of rights and to help develop skills in exercising rights, some groups may not have received such attention in many communities. Special education students may not be included in law-related education classes. Handicapped adults or children, adults who reside in group homes for the developmentally disabled or mentally ill, and other groups having special needs may not be skilled in exercising rights or handling conflicts with officials. Programs developed to meet these needs might include development of handbooks, workshops that include discussions, role plays, and exploration of hypothetical situations or any format especially suited to the needs of the group. Excellent partners would be advocacy groups, schools, police departments, courts, and state agencies.

4. Bill of Rights Fair for Elementary Students

A good activity for elementary students in school settings or in Camp Fire, Scouts, after-school programs, or summer camps is a Bill of Rights Fair. Students can be encouraged to dress as a favorite Bill of Rights character and other students can try to guess who each person represents; additional clues can be added to the person's costume during the day. Have a storyteller tell stories with a Bill of Rights focus. Students can create skits to perform for others. Projects can be developed, and some students can videotape presentations to demonstrate what they have learned. Develop a Jeopardy-type quiz as one activity. Have students write, bind, and share books they have written on Bill of Rights struggles. It is helpful to have a musical component, especially if students can participate in parts of it. Invite parents and community partners to share the day.

5. Town Meetings

This activity, used by many groups as part of Bicentennial activities, has developed some tradition in many communities; the Bicentennial of the Bill of Rights can build on the enjoyment many people have derived from this activity. Town meetings can focus on one segment of the community, or they can involve general audiences from 10 to 100 people. It is best to use significant dates and locations to gain the participation of target audiences. Town meetings can be structured on the Jefferson Meetings or National Public Issues Forum models, or they can make use of a different structure more suited to local audiences. The issues, however, should always be cast to appeal to the local audience. Generally, there should be an opening session to set the context, group work for higher participation in the discussion, a concluding general session, and some form of follow-up.

6. Summer Institutes

State and local LRE projects should not miss this opportunity to hold a summer teacher training institute with a focus on Bill of Rights issues and constitutional law. The institute should provide teachers with substantive content and teaching methodology that emphasize active participation for students. The summer institute can be a means to develop plans for school-wide events that will be tied to Bill of Rights classroom lessons.

7. Children's Rights Convention

A children's rights convention can be held for PTA and parent groups, school board and school administrator groups, summer camps, neighborhood groups, children's advocacy groups, correctional facilities, and others with a concern for children. It could be offered as a curriculum series for school officials. The purpose would be to explore the rights of children in various settings (home, school) and compare the rights of children to the rights of adults in our society and in other countries. It is desirable to tie these rights to history and to make use of legal cases that have resolved issues relating to the rights of children. Audiences will want to know the status of in loco parentis as well as which issues continue to be unresolved through court cases or statute. Further, the responsibilities of adults can be discussed. Partners can be family court professionals, parent groups, libraries, and school law authorities. Some Update issues offer resources.

8. Bill of Rights Deprivation Day

To help students understand the meaning of the Bill of Rights in everyday life, a Bill of Rights Deprivation Day could be held. After an examination of rights, students could devise projects such as skits, story writing, media demonstrations, plays, and other means to show other students what life could be like without the Bill of Rights. Projects could be exhibited.

9. Student Survey of Adults on their Knowledge and Attitudes of Bill of Rights

Secondary students could devise surveys to discover adult knowledge and attitudes concerning the Bill of Rights. They might begin by working with someone who can explain survey research to them, and it would be desirable to learn what research has been done in the past; books such as Dimensions of Tolerance would be good resources.

10. Student Legislation Packet

Students could research a Bill of Rights issue that they think needs legislation. They could then learn how legislation is drafted, how to support a bill once it is written, how to lobby. They could then write and lobby for a bill in the legislature. Resources are available from the Student Press Law Center in Washington, D.C. and from the ACLU.

11. Mock Trial

During the Bicentennial of the Bill of Rights, any groups planning to have students present mock trials or planning a mock trial competition should be sure that the issue is a Bill of Rights issue. Partners can be newspapers if the issue involves freedom of the press or other groups who are involved in rights issues.

12. Development of Teacher Resource Materials

A series of teaching materials could be developed to restore to the teaching of American history a civil liberties dimension.

13. Local Bill of Rights Scavenger Hunt

Students could conduct a scavenger hunt to research local involvement in Bill of Rights issues. They could develop a series of brief articles for school newspapers, local historical association publications, or local newspapers. The idea is that individual students would be involved in detective work to identify and research the history of their community with respect to the struggle to gain rights.

14. Art America

Local artists-in-residence could work with students to develop ideas for artistic representation of Bill of Rights concepts and issues. It could be done for public awareness. Billboard space could be donated, or other display areas could be identified to present their work.

15. Conference for Governmental Officials on How to Avoid Violating Constitutional Rights

Conferences can be held for state and local government officials who have policy-making or enforcement powers on how to avoid violating civil rights. Lawyers and state bar associations can assist. Topics can be any local issues such as Nativity scenes on public property, celebration of Christmas in schools, drug testing of employees, privacy rights of employees, permissible hiring practices.

Issues and Concerns

1. Care should be taken to develop programs that involve people who are traditionally left out of mainstream commemorative activities. Minorities, the homeless, and other groups should be part of the planning. In addition, many planning activities leave out groups such as journalists and business people, but their support is needed and expected.

2. There is a need to discuss what the Bill of Rights could be as well as what it has meant in the past and how it is interpreted today.

3. We need to emphasize that the Bill of Rights can be an instrument to bring about a more equalitarian society.

4. There is a need to discuss how the Bill of Rights has helped some people but not helped others.

5. Bill of Rights activities should be seen as the climax of the Bicentennial celebration.

6. We need to make people aware that the Bill of Rights is the most widely recognized statement of our beliefs; it is not, however, our most widely understood document.

7. We should seek to work with people who have benefitted from gaining rights and those who have been left out to encourage a wider dialogue.

8. We should seek to encourage an understanding of the Bill of Rights in terms of its historical evolution and also in terms of contemporary interpretations. It will always be debated. People need to understand reasons for the expansion and contraction of rights over time and to recognize the contraction is as possible as expansion of rights.

9. Activities should be aimed at the future involvement of citizens in public policy through understanding and discussion of Bill of Rights issues.

10. Planners should involve groups such as the following in their planning: journalism groups, civil rights groups (ACLU, NAACP), Urban League), human rights groups, legal aid and legal services groups, the attorney general's office, women's clubs and community service groups such as Rotary, veteran's groups, advocacy groups, associations for retarded adult citizens, homeless groups, student organizations, senior citizens groups, and other such organizations.

11. The purpose of state and local activities should be to revitalize our commitment to citizen participation in the creation of a more just society.

BICENTENNIAL NATIONAL PROGRAMS

The objectives specified for this group included: (1) identify activities, projects, programs and materials especially suited to national implementation; (2) consider what role or focus national organizations need to take to reinforce implementation of effective Bill of Rights activities at the national, state and local levels; (3) briefly review Bicentennial activities and projects implemented during the Bicentennial of the Constitution and recommend ways of enhancing collaboration and cooperation between and among interested groups; and (4) prepare a presentation for other conference participants and develop working notes for later distribution.

Facilitators: Peter Knapp, Edward O'Brien

Participants: Aaron Banks, John Cheska, Cathy Gorn, Leonne Lizotte, Anne Maynes, Robert Maslow, Sheila McCauley, Mabel McKinney-Browning, Stephen Schechter

Notes prepared by the facilitators of this group.

Introduction

During 1987-1988 the nation witnessed an exciting array of activities, both community-based and school-based, in celebrating the bicentennial of the United States Constitution. These activities spanned the field in local, state and national settings. It was the experience of many in this National Programs working group that the national focus helped provide attention and validation for state and local efforts. Hence the three days of the working conference were focused on how such efforts at the national level could similarly enhance the 1991 Bicentennial of the Bill of Rights. It is hoped that these efforts will be useful in stimulating inclusive school-based and community-based programs and activities.

Issues/Concerns

The group identified three issues/concerns that it believed were most important to consider when designing national programs for the Bicentennial of the Bill of Rights. These were: (1) that national programs not utilize a top down approach, i.e., that national groups not tell state and local groups what to do but rather that there be true partnerships whereby state, local and national groups work together; (2) that all national efforts reflect the educational philosophy of true student participation whereby students take part in all stages of planning and execution of projects and that activities be student-centered with an emphasis on student action; and (3) that all programs be "inclusive" rather than "exclusive" meaning that they be designed to involve students of all abilities and not just aimed at the "best and the brightest" and that an effort be made to involve students of all sexes, races, and ethnic groups.

Another concern was that though it was likely that most activities will take place in the schools, efforts should be made to involve the communities, its organizations and other individuals in both school and non-school-based activities.

There also seemed to be strong feelings among most of the participants that there should be a de-emphasis of competitions and contests though it was acknowledged that these type events did motivate some students. Most saw essay contests as not being the best way to focus national effort and resources. It was also felt that national celebrating events, though they sometimes served their purpose of focusing the nation's attention on "a bicentennial", should be kept to a minimum during the Bicentennial of the Bill of Rights.

Brainstorming

In a brainstorming session, the group generated fifty ideas that could develop into activities, projects or programs suited to national implementation. Below are fifty ideas generated in a one-hour session:

1. A sign-on program to the Bill of Rights.
2. Writing a student Bill of Rights project.
3. LRE Bill of Rights Fair.
4. Mock Trial Program (school-based, current/historical issues).
5. Student forum on Bill of Rights - (racism, immigration, etc.).
6. Is the Bill of Rights complete? A Jefferson meeting.
7. A National Student Exposition on the Bill of Rights.
8. Community service projects related to Bill of Rights issues.
9. Program models for student town meetings/forums/classroom exercises.
10. Elementary projects related to community services, cross-age teaching
11. Teacher training project to create Bill of Rights teacher leaders (teacher empowerment through materials and training).
12. Clearing house for Bill of Rights information, materials.
13. Network for Bill of Rights teachers, leaders, projects.
14. TV drama on Bill of Rights with educational materials.
15. Utilize judges and their organizations in Bill of Rights projects.
16. A Teacher Follows Program in Courts (linkage with court and schools).
17. Ethics focus on Bill of Rights issues - print/media, forums.
18. Connections between State Bill of Rights and U.S. Bill of Rights.
19. Comparative Studies Project - Bill of Rights - Global.

20. Election materials for 1992 - Focus on Bill of Rights issues

21. Voting Issues - Bill of Rights.

22. "Living Bill of Rights" project - historical/contemporary linkages.

23. Rights/Responsibilities.

24. Newspaper series on Bill of Rights - i.e., Bill of Rights minute.

25. "Working Citizen" program in job training/occupational education programs.

26. Connections with professional and Civic organizations for Bill of Rights focus.

27. Law School Community Outreach Programs.

28. College/University connections.

29. LRE groups - e.g., district attorneys, ACLU.

30. Intergenerational activities - e.g., oral histories, peer teaching.

31. Community-based town meetings and forums.

32. Publications - both popular and scholarly.

33. Primary source packets.

34. Research projects.

35. Bill of Rights Scavenger Hunt.

36. Interactive games - choices and consequences.

37. TV Bill of Rights minutes.

38. Performing Arts Bill of Rights Projects.

39. Video projects - historical/contemporary/each amendment.

40. Timeline project - Bill of Rights issues during students' lives.

41. Writing of scripts for live performances on Bill of Rights.

42. Promotion of Bill of Rights issues/instruction via NCSS, state and local.

43. Annotated Bibliography.

44. Connections with other upconming celebrations, e.g., Ellis Island, Columbus.

45. Museum education projects.

46. Identification and cataloging of visual arts and material culture related to Bill of Rights.

47. Connecting Bill of Rights to ongoing writing instruction in English and Social Studies classrooms

48. Publishing student writing (local, state, and national level) (including research, advocacy, historical, creative, poetry, etc.)

49. A Day in the Life of the Bill of Rights photo project.

50. Literature-based Bill of Rights program.

Criteria

The following criteria were agreed upon as a group to use in evaluating our specific project recommendations that were generated by the brainstorming session.

1. Potential skill and knowledge gain to be derived from the activity or program.

2. The likelihood and degree of participation.

3. Long-term impacts on institutions and individuals.

4. Practicality/Cost/Logistics

5. Numbers of person affected.

6. The focus on Constitutional Values and Bill of Rights Content.

7. Network Development (both in extent and numbers included).

8. The cultural diversity of people affected.

9. The level of inter-organizational (national, state, local, governmental, private) dissemination and implementation strategies.

10. The quantity of instruction for each age group.

11. Historical and contemporary focus points.

National Programs

After brainstorming and limited evaluation, the National Program Group identified eight programs or activities that it felt desirous of examining more closely in the limited time available. Of those eight, only five were in fact examined in some detail. The eight ideas are listed below with working notes on the five. It should be noted that many of the ideas generated by the group are deserving of further exploration.

1. Clearinghouse for Bill of Rights materials.

2. Student Writing and Student Publications.

3. Media Projects.

4. Student Bill of Rights and Sign-On Projects.

5. Teacher Training

6. School and Community-Based Forums

7. Professional, Community, and Business Organization Participation.

8. National Student Bill of Rights Exposition.

Notes on Clearinghouse Discussion:

- CRADLE presently deals with teacher generated Bill of Rights materials.
- ERIC has some LRE materials.
- ABA has some LRE materials.
- An audio-visual clearinghouse would be helpful.
- Annotated bibliographies useful but limited by time.
- Libraries and community agencies need these resources.
- Software clearinghouse useful.
- Visual materials - e.g., art, posters, etc.
- Listing of Bill of Rights conferences, training programs, etc.
- Primary sources.

It was agreed that a national clearinghouse or houses on the Bill of Rights could provide an invaluable service to schools and communities as they plan, prepare, and present meaningful programs, projects, and activities for the nation.

Notes on Student Writing and Student Publication:

- Efforts are being made in English and language arts classes to provide meaningful instruction in the writing process. Could we infuse Bill of Rights topics, issues, etc. as vehicles for such instruction?
- Interdisciplinary opportunities.
- Joint efforts with National Council for the Social Studies and National Council for Teachers of English.
- Local, State, National Student Publications.

- Teacher's Guide
- Teacher Training - Core of teachers to model project at local, state, and national conferences (social studies and English).
- Pilot project with local grants for publication of student work.
- Support from publishing groups such as American Newspaper Association.
- K-12 audience.
- Not a contest -- no awards -- satisfaction of having student pieces published.
- Inclusive.
- ESOL/TESOL materials for writing instruction/Bill of Rights could also serve as citizenship preparation materials.

There was a great deal of interest in the notions of writing instruction and publication of student materials. It was seen as inclusive, interdisciplinary, relatively low costs, and emphasizing both skills and content of long-lasting significance. The group defined "publication of student materials" as including everything from in-house models to regional, state and national publications. The intent would be to fund teacher training and a pilot project prior to 1991 and then to promote the efforts full scale 1990-91.

Notes on Teacher Training

- Essential to both bringing about effective teaching of the Bill of Rights and institutionalization.
- Funding needed to pay teachers to attend summer institutes or for other extensive teacher training.
- Training teacher leaders to train other teachers will only be effective if commitment and resources are available to bring teachers together for subsequent training.
- New teachers coming into the field of teaching should be impacted on through schools of education or requirements be initiated pertaining to Bill of Rights training for certification.
- Teleconferencing should be explored as a method for use of major national figures in training. Sessions should be videotaped and distributed.
- Publications to assist teachers in preparing to teach the Bill of Rights are needed.
- A good approach to be examined as a model for teacher training is the History Teacher Alliance Model.
- Minority teachers, especially from inner city areas, should be targeted for training and involvement in the upcoming Bicentennial.

Notes on Use of Media

- Use of teleconferencing in teacher training was emphasized again.
- Videos for students are also needed to address the theoretical/historical/current issue.
- Commercial television shows, e.g., sitcoms, Seasame Street and NBC Afterschool Specials could be approached with Bill of Rights story ideas.
- "American Experience" type series might be considered.
- High cost of media listed as drawback.
- Bicentennial minutes should be continued.
- Hispanic stations should be approached.
- USA Today might do a special Bill of Rights column or section.

Notes on Writing a Student Bill of Rights and Sign-On Type Programs

- Student participation could be expanded through these type projects.
- Authoring a student Bill of Rights could be a classroom, school-wide, district-wide, statewide or national project.
- Student leadership should be promoted through this.
- Comparative issues could be explored.
- Student sign-on project had been successfully done for the Bicentennial of the Constitution by the National Federation of Christians and Jews and this organization was encouraged to do a similar project for the upcoming Bicentennial.

Summary

The group looked forward optimistically to the Bicentennial of the Bill of Rights as it saw the Bill of Rights as being more "current" and "controversial" for both young people and adults and that these factors would hopefully lead to renewed interest in education about this great document.

APPENDICES

Appendix 1: Conference Objectives

Appendix 2: Conference Agenda

Appendix 3: Conference Participants

OBJECTIVES OF THE WORKING CONFERENCE

ON THE

BICENTENNIAL OF THE BILL OF RIGHTS

1. Bring together educator/program representatives who are planning to develop materials, activities or projects for young people to commemorate the Bill of Rights.

2. Develop a base upon which organizations can work together in ways that enrich and enhance development of Bill of Rights programs and materials.

3. Explore ways to ensure that the Bicentennial of the Bill of Rights builds on the educational success of the 1987 celebration of the Bicentennial of the United States Constitution.

NATIONAL WORKING CONFERENCE
ON THE
BILL OF RIGHTS
APRIL 10, 11, 12, 1989

AGENDA

Monday, April 10, 1989

2:00 p.m. - 6:00 p.m.	Conference Registration (Suite 108)
5:30 p.m. - 6:30 p.m.	Reception (King Street Courtyard)
6:30 p.m. - 8:30 p.m.	Dinner (8 King Street)
8:30 p.m. - 10:30 p.m.	Opening General Session (6 King Street)

Tuesday, April 11, 1989

7:30 a.m. - 8:30 a.m.	Breakfast (Fort Orange Courtyard)
9:00 a.m. - 12:00 noon	Working Group Session: - Bicentennial Models for Youth Participation-- (1 Fort Orange) - Bicentennial Curriculum Resources and Needs-- (3 Fort Orange) - Preparing for Bicentennial State and Local Activities and Programs — (8 King Street) - Bicentennial National Programs -- (26 High Street) - Statewide Student Workshop on Rights and Responsibilities -- (30 High Street)
12:00 noon - 1:00 p.m.	Lunch (6 King Street)
2:00 p.m. - 5:00 p.m.	Working Group Session: - Bicentennial Models for Youth Participation-- (1 Fort Orange) - Bicentennial Curriculum Resources and Needs-- (3 Fort Orange) - Preparing for Bicentennial State and Local Activities and Programs — (8 King Street) - Bicentennial National Programs -- (26 High Street) - Statewide Student Workshop on Rights and Responsibilities — (30 High Street)
6:00 p.m. - 7:00 p.m.	Reception (Fort Orange Courtyard)
7:00 p.m. - 8:30 p.m.	Dinner (Fort Orange Courtyard)

Wednesday, April 12, 1989

7:30 a.m. - 8:30 a.m.	Breakfast (Fort Orange Courtyard)
9:00 a.m. - 10:15 a.m.	Working Group Session - Bicentennial Models of Youth Participation--(Suite 108) - Bicentennial Curriculum Resources and Needs--(7 Fort Orange) - Preparing for Bicentennial State and Local Activities and Programs -- (8 King Street) - Bicentennial National Programs -- (5 Fort Orange) - Statewide Student Workshop on Rights and Responsibilities -- (30 High Street)
10:30 a.m. - 12:00 noon	General Session/Conference Closing (5 Fort Orange)
12:00 noon - 1:00 p.m.	Lunch (King Street Courtyard)
1:00 p.m.	Participants Depart

WORKING CONFERENCE ON
THE BILL OF RIGHTS

APRIL 10-12, 1989

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